



Syllabus: ARH 204 History of Native American Visual Culture

Course Information

Course Title: History of Native American Visual Culture

Course Prefix/Number: ARH 204

Semester: Fall 2025

Class Days/Times: ONLINE

Credit Hours: 3

Instructor Information

Name: Dr Georgina Badoni

Phone/Voice Mail: NA

E-mail: gbadoni@tocc.edu

Office location: NA

Office hours: By zoom appointment only

Course Description

Strengthens knowledge of traditional and contemporary Native American art history with a survey focusing on architecture, paintings, sculpture, metalwork, performance, and textiles with an emphasis on cultural contexts. Through a comprehensive approach including histories, cultures, and colonialism affecting tribes and communities' artworks, students learn about the history and culture in relation to politics, society, and economic contexts of Native American artworks. This course will utilize a variety of resources including the listed text, students are expected and required to read all assigned material and to be prepared to lead and participate in on-line class discussions.

Student Learning Outcomes

Students will be able to:

- Identify major challenges within historical and contemporary Native American communities and how it influenced art production.
- Explain in detail issues facing Native American artists and their community.

- Define and discuss visual sovereignty, self-determination, and the relationship to artistic production.
- Identify and discuss Native Nations and contemporary issues within the state of Arizona and artistic reactions to concerns.

Course Structure

Students are responsible to respond to/discuss the readings, videos, or art. We interact through online class discussions, interactive activities, short writing assignments and critical cumulative assessment. The amount of class time we must discuss the materials varies from week to week. In any case, please be prepared to interact about your reaction, then other points you might raise in the class discussion such as the content of the art, overall message, themes, connections to the readings, etc.

It is essential to keep up with the weekly discussions online, readings, and assignments.

Course Learning Materials and Textbook Information

Required text: Native North American Art (Edition 2), 2014, by Janet Berlo, Ruth Phillips.

*Additional course readings will be posted and available on-line.

Policies and Expectations (organized around SCAC's ARROW framework – accountability, respect, resilience, openness, and wisdom)

Accountability: (defines grade expectations and accountability for coursework; emphasizes students' responsibility for original work and proper citation; stresses punctuality, participation, and consequences of absences)

Evaluations and Grading & Assignments:

Authenticity

Online courses come with a distance between us and to bridge that distance we will need to be genuine with each other—and ourselves—as we engage in the course readings and activities. I want you to reflect genuinely on what you think and feel, expressing that respectfully to me and to your peers on the discussion boards of Canvas.

Apache Cultural Component: Incorporate Apache history, culture, and language towards online discussion, assignments, and exams. Implement Apache knowledge systems, stories, identity, and culture, and/or other Native tribes/nations.

Engagement

Online classes require self-motivation and taking responsibility for your learning in the various activities and experiences of the course. Log in and engage with the material, your classmates, and me. We are all dependent on participation and on-going dialogue. Meaning, we must all work together.

Participation (75 pts)

Means timely discussion posts, reflection posts, and assignment submission. If you are not able to comply with a specific assignment, you need to explain the reasons to your instructor.

On-line Discussions (15 x 20 points) = 300 points)

Students will prepare a short discussion post for the selected prompt of that discussion day and upload it into the corresponding discussion section on Canvas by 9:00pm the day of the assignment. The discussion post will be the equivalent of one-page paper in length for discussion prompt. The discussion post will reflect your depth of knowledge and understanding of material assigned. Students will also comment on each other's discussions throughout the week. These response entries will demonstrate your engagement with the course readings.

Final Paper (100)

Historical or contemporary Native American Artist Paper. Student will choose any Native American artist and write a 2-page paper on the artist of your choice and the work they have done. You will upload your paper in Canvas and PPT your presentation in discussions.

Citation and Style

All papers submitted need to be in size 12 Times New Roman font, double spaced, with one inch margins and have to reach the minimum page length. For citation purposes, please follow either MLA. Incomplete documentation, grammatical mistakes, typos, and careless presentation will negatively influence your grade. Any questions you have about citations or formatting can be addressed by: Purdue On-line Writing Lab @ <https://owl.english.purdue.edu/owl/section/2/>

Assignments/Activities

| | |
|----------------------|-----|
| Online participation | 75 |
| Discussion | 300 |
| Final | 100 |
| TOTAL POINTS: | 475 |

Your grade will be determined by the following:

Grade Distribution for this Course:

A = 425 - 475

B = 375 - 424

C = 350 - 374

D = 300 - 349

E = 0 – 299

Grading

Complete all coursework at the scheduled time following the excused absence policy. Late coursework without an excused absence is unacceptable. It is the responsibility of the student to contact the instructor for make-up work on a timely basis.

Late Work

As a rule, work will not be accepted late, except in case of documented emergency or illness. Quizzes and exams may not be taken late.

Attendance Policy

You are expected to participate online discussions and be prepared to contribute on-going dialogue. If you are not actively participating, submitting assignments, or regularly logging into the course, it will be considered an absence. In an online class setting, lack of participation, missed assignments, and failure to log in may result in being withdrawn from the course. A grade of W (Withdrawal) Y (Administrative Withdrawal) may be recorded on your transcript.

Students may be administratively withdrawn from a course due to excessive absences, including failing to use the Canvas online learning system, or for persistent failure to complete assignments. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible.

Academic Integrity:

Violations of scholastic ethics are considered serious offenses by San Carlos Apache College. Students may consult the SCAC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited.

Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent), or have not submitted any assignments nor taken any quizzes by the 45th day census report, due on Oct 1, 2025 of 45th day found in Academic Calendar on SCAC website, are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion.

Student Withdrawals

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by Oct 29, 2025, deadline date found in Academic Calendar on SCAC website if you do not expect to complete the class; otherwise, you may receive an "F" grade.

RESPECT (Establishes a respectful learning environment free from discrimination; promotes a safe and inclusive campus).

Equal Access Statement/Disability Accommodations

San Carlos Apache College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

Title IX

San Carlos Apache College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Conduct: Bias, Bullying, Discrimination and Harassment

San Carlos Apache College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

RESILIENCE (Supports students facing unavoidable circumstances and recognizes hardships, while setting academic expectations).

If you're not doing as well as you'd like, I encourage you to meet with me so we can talk about ways to help you improve. If you're feeling concerned about your progress in several classes and think a schedule change might help, please connect with your academic advisor to explore your options. We're here to support you.

Incomplete Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Special Withdrawals (Y) Grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale, with documentation, for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

OPENNESS (Encourages open discussions between students and faculty and provides transparency about expectations and learning methods)**Courses Outline and Important Dates****WEEK 1 August 18-22**

Introduction, syllabus/assignment review.

"Who Am I" Introduction

WEEK 2 August 25-29

Community visual arts and culture

WEEK 3 September 2-5

An Introduction to the Indigenous Arts of North American (Chapt.1)

WEEK 4 September 8-12

The Southwest (Chapt.2).

WEEK 5 September 15-19

The East (Chapt.3)

WEEK 6 September 22-26

The West (Chapt.4)

Sept 29-Oct 3 FALL BREAK NO CLASS

WEEK 7 October 6-10

The North (Chapt.5)

WEEK 8 October 13-17

The Northwest Coast (Chapt.6)

WEEK 9 October 20-24

Native Art From 1900-1980 (Chapt. 7)

WEEK 10 October 27-31

Native Cosmopolitanism: 1980s and Beyond (Chapt. 8)

WEEK 11 November 3-7

Imitations, Fake, and Appropriation

WEEK 12 November 10-14

Art & Activism

WEEK 13 November 17-21

Indigenous Futurism

WEEK 14 November 24-26

Art and Identity

WEEK 15 December 1-5 Research Week

WEEK 16 December 10 Final Due by 5:00 PM

Faculty/Student Communication

A faculty member will respond to a student's communication within 24 hours of receiving the communication excluding weekends and college closures. If a course is online a faculty will login their Canvas classroom a minimum of three times per week spread evenly throughout the week and respond to any discussion posts and check on student progress in the course.

Course Feedback:

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. Email and phone messages will be returned

within 24 hours. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.

WISDOM (Encourages evaluation, reasoning and diverse perspectives; emphasizes organized and audience-aware expression, and promotes learning from elders and cultural teachings for personal and academic growth)

SCAC General Education Learning Outcomes

Apache Wisdom

Learning from the teachings carried on from Apache elders and other community leaders, students will appreciate their unique history, language, and culture as a source of strength for their personal, family, academic, and career aspirations.

Critical Thinking

Approach critical issues, problems, or questions using creativity and deductive reasoning, evaluating evidence, acknowledging diverse perspectives and contexts, and synthesizing one's own viewpoint into ongoing conversations and debates.

Communication

Effectively express ideas orally and in writing. Good communication includes understanding one's audience, organizing one's thoughts, acknowledging and integrating outside sources, using the most recent technology, and following the accepted writing and citation conventions of the particular discipline.

Environmental Literacy

Students will understand their connection to social, cultural, physical, and global environments. Students will consider and evaluate strategies for cultural, community and global sustainability.

DISCLAIMER: *This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.*